

1 Programme 111.†

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(April to July, 1928.  
(September to December, 1928, overseas.)

## Parents' National Educational Union. The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLETT.)

FORM I., (A & B).

PUPILS' NAMES.....

### Bible Lessons.

The Bible text must be read and narrated without interruption.

I. A & B Suitable stories from *Genesis*, chapters 1-15, inclusive.

Teacher to study Dr. Paterson Smyth's *Genesis* (Sampson Low, 1/6), lessons 1-8, inclusive, in order to bring the passages home to the children, adding comments if necessary,

II. Suitable stories from *St. Matthew's Gospel*, chapters 21-28. Teacher may study Dr. Paterson Smyth's *St. Matthew* (Sampson Low, 1/6), lessons xvi.-xxiv.

(Optional) *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.). *The Children's Kingdom* (daily readings), by G. Watts and S. F. Perrin (Blackwell, 5/-). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6). Teacher will find useful *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6).

Reading (Sunday, holiday and "children's hour") (optional):

A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 300-372 (1792-1808). *Christopher*

† The 111th term of work set since the Parents' Union School began.



- Columbus (Nelson, 1/6). *The Story of a Red Deer*, by J. W. Fortescue (Macmillan, 3/6). *In the Beginning*, by Eva Erleigh (Heinemann, 5/-).
- A & B Ruskin's *King of the Golden River* (James Brodie, 3d., or, Allen & Unwin, 1/-).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-). *The Book of an Indian Baby*, by M. Entwistle (U.C.M.E., 1/-).

#### Writing.

- A *New Handwriting*\* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card; teacher to study instructions, 6d.).
- A Card 1, lines 1 and 2; card 3, lines 1, 2, 3, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation; new words must be visualized beforehand (see *Home Education*, pp. 240-243).
- B Card 3, lines 1 and 2; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).
- BEGINNERS.—Right-hand half of card 4 of *The "New Handwriting."*

#### Tales.

- A *The Pilgrim's Progress*\* (Oxford Press, 3/6, or, Nelson, 1/9), Part II., from the beginning to "The two lions." *Tales of Troy and Greece*\*, by Andrew Lang (Longmans, 5/-), pp. 200-253.
- B Three Fairy Tales: Andersen's *Fairy Tales* (Nelson, 1/9), or Grimm's *Fairy Tales* (Oxford Press, 1/6, or, Dent, 2/-), may be used. Three fables: Æsop's *Fables* (Murray, 2/6).

#### English History.

- A *Our Island Story*\*, by H. E. Marshall (Jack, 10/6), pp. 286-341 (1485-1588). Mrs. Frewen Lord's *Tales from St. Paul's Cathedral* (Sampson Low, 1/6), chapters 5 and 6.
- B *Our Island Story*, pp. 129-167 (1100-1199).

#### Geography.

- In every lesson there should be six map questions before reading letterpress, then reading and narration.
- A *Ambleside Geography Books*, Book I.\* (Kegan Paul, 2/6), lessons 39-41 inclusive. *Ambleside Geography Books*, Book II.\* (Kegan Paul, 3/-), lessons 25-33, inclusive. Philip's *Atlas of Comparative Geography*\* (3/6). Be able to describe six places connected with recent events. Pace distance to front gate, making a plan of the drive, or pace and make plans of 10 yards on each of four roads, showing trees, houses, etc.

- B *Ambleside Geography Book I.*, lessons 11-17, inclusive. *The Children's World*, by M. S. (Fountain Press, 2/-), New Guinea, Australia, New Zealand, Borneo. Be able to describe six places Father and Mother have visited. (1), Describe, (2), make in tray of sand, valleys, rivers, hills, villages.

#### Natural History.<sup>1</sup>

- A & B Keep a Nature Note-Book (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6).
- A *Insect Life*\* ("Eyes and No Eyes Series," Cassell, 1/3), lessons I.-VI. *Animal Life in the New World*\*, by F. Martin Duncan (Oxford Press, 1/-), pp. 41-83. Find and name wild flowers: watch six animals, birds, etc.
- B *Highways and Hedgerows* ("Eyes and No Eyes Series," Cassell, 1/3), lessons I.-IV.; watch and describe six (a) birds, (b) animals. *The Golden Book of Animal Stories*, by H. Mortimer Batten (Blackie, 5/-), pp. 11-85.

#### Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures by Titian\* (P.N.E.U. Office, 2/- the set): see notes for teachers in the April number of the *Parents' Review*.

#### French.<sup>2</sup> (see N.B. 3).

- A & B *Cours de Français, Méthode Orale*, Vol. I., by F. Thémoin (Hachette, 2/-), pp. 1-21 (B take the "series" only).
- A *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.). (Optional), *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 15-23; children to narrate.
- B Singing games, see under *Singing*.

#### Number (see N.B. 3).

- Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 4d.). Rapid mental work for A and B.
- A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I. (University of London Press, 10d.), pp. 22-39. Teacher should use Teacher's Book I. (2/-).
- or, (more easy) Nelson's *Arithmetic Practice*, Part I., Term III., pp. 38-48.
- Build up and learn Multiplication Tables 9 and 11 (five minutes' exercise in every lesson). Tables to be worked out in money thus:  $9 \times 7 = 63$ ; 63 pence = 5s. 3d.
- B Nelson's *Arithmetic Practice*, Part I. (10d.). Term I., pp. 9-18. Build up and learn Multiplication Tables 2, 3, 4, 5. Sums may be worked with dominoes, beans, etc., at first. Teacher may use *Teacher's Book*. Part I. (1/2).

<sup>1</sup> Members overseas see special leaflet.

<sup>2</sup> Schools may substitute the national language.



### Brushdrawing.

A & B Teacher may consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Paint-box with specially chosen colours and brush (P.N.E.U. Office, 2/6). Children should draw occasionally with brush or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. Pencils should not be used. Six wild flowers; six animals that you have been able to watch; scenes from stories taken from P.U.S. books.

### Recitations.

A & B Learn 6 verses each from *Genesis*, chapter 7, and from *St. Matthew's Gospel*, chapter 22. Psalm 24. One suitable hymn. Recite a poem (each child may choose a different one). Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase*, by L. Chisholm, Parts I.-IV. (Nelson, 4d. each part); *A Treasury of Verse*, Book I., selected by M. E. Edgar (Harrap, 6d.).

### Reading.

Children should visualize new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

A Poetry and books used for History, Geography, and Tales. (Upper I.A.): *Lord Nelson* (Nelson, 1/6). *Readings* (Folk tales), by Walter de la Mare, Books I. and II. (Blackwell, 1/8 each).

A & B Children who can read a little may use one or two of the following: *The Beacon Readers*, Books III. (1/2), IV. (1/4), according to directions in *Teacher's Manual* (Ginn, 1/6). *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each). *The Sheikh's Daughter: Arabia* (Milford, 6d.).

B Reading taught as in *Home Education*, using *The Children's Letter Box*\* (2/6) together with *Dickory Dickory Dock: The Children's Reading Box*\* (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I.\* (10d.), and II.\* (1/-), with *Teacher's Manual* (Ginn, 1/6): the new *Beacon Reading Cards* (10d.) and *Word Builders* (1/6) should be used for beginners.

### Music.

A & B (a) *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6), or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

### Musical Appreciation.

A & B Purcell, see *Our Work* (April P.R.).

### Singing.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 20-23. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

### Drill.

A & B *The Joyous Book of Singing Games* (see above), or, *Rhythmic Games and Dances*, by Mrs. Kirk (Longmans, 3/6). Folk dances: *Scandinavian Dances*, Series II (Ling Association, 11d.). *British Marches for Schools*, by Martin Shaw (Evans, 3/6). Ex-Students take House of Education Drills.

A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

### Work.

A & B Help in house or garden. *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series III., 7-10. *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6): make easy models. *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Use *The World of Paper*, Toy Book, by Forbiciocchio (Willis & Co., Vols. II., III., IV., 1/3 each). Help the "Save the Children Fund" (42, Langham Place, London, W.1). Plays for acting: *The Mulberry Bush*, by V. M. Methley (Collins, 8d.).

### GENERAL NOTES.

N.B. 1.—The work lasts for two years (average ages 7 and 8) in Form I.A. In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I.A.

N.B. 3.—In Arithmetic and French there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.



N.B. 5.—For methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 8.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 9.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination. 1/- for 4 quires (*not less*) single, double lines (two rulings) and squares; special clipped book post envelopes, 1d. each. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 10.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.



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### FORM I. (A and B)

PUPILS' NAMES.....

#### Bible Lessons.

- A & B I. 1. Tell about the Garden of Eden. What was Adam's work, and what was God's command to him?  
*or*, 1. Tell how Noah found out that the waters of the Flood were abating.  
2. Tell (*a*), about the Tower of Babel, *or*, (*b*), about one of the promises which God made to Abraham.  
II. 1. Tell the story of (*a*), the Ten Virgins who went to meet the Bridegroom, *or*, (*b*), the marriage feast which the king made for his son.  
2. Tell about (*a*), the Last Supper which our Lord had with His disciples, *or*, (*b*), what happened on the first Easter morning.

N.B.—*Stories learned under recitations should not be given.*

#### Writing.

- A Write (once only) a line of poetry from memory.  
B Write, or print, (once only), "I have seen old ships sail like swans asleep."

#### Tales.

- A 1. Tell (*a*), how Christiana started on her journey, *or*, (*b*), about some of the things she and her family saw at the house of the Interpreter.  
2. Tell a story (*a*), about the boyhood of Theseus, *or*, (*b*), about Theseus and Cercyon.  
B 1. Tell (*a*), a short fairy story (from Grimm or Andersen), —about a page of dictation,— *or*, (*b*), one of Æsop's Fables.



### English History.

- A 1. Tell (a), the story of a "make believe" prince in the reign of Henry VII., or, (b), about the Field of the Cloth of Gold.
2. Tell (a), a story about King Henry and Wolsey, or, (b), about Lady Jane Grey.
3. Tell a story about (a), the Duke of Wellington, or, (b), John Howard, which shows why there is a monument to his memory in St. Paul's Cathedral.
- B 1. Tell about (a), Henry I. and the "White Ship," or, (b), King Stephen.
2. Tell a story about (a), Thomas à Becket, or, (b), Richard Cœur de Lion.

### Geography.

- A 1. Make a plan of your schoolroom, putting in doors and windows, and say in what direction the windows face.
2. Describe some of the things you would see if you went to (a), Holland, (b), Scandinavia.
3. Give six names that you would find on a map of Asia, and say something about each.
- B 1. (a), How do we get summer? or, (b), when have we winter? Explain with an orange and a knitting needle.
2. Tell about (a), the Papuans of New Guinea, or, (b), the Maoris of New Zealand.

### Natural History.

- A 1. Which of the following have you seen and watched? Tell what you can about three of them;—a spider, a daddy long-legs, a caterpillar, a cockchafer, a tiger-beetle, a weevil.
2. What do you know about (a), an armadillo, or, (b), a beaver?
- B 1. Tell about (a), a bird or beast you have watched, or might find in a hedge, or, (b), "Mr. Prickles" at Home.
2. Tell about (a), Green Cap the Drake, or, (b), Suisse, the Red Squirrel.

### Picture Study.

A & B Describe *The Flight into Egypt*, by Titian.

(Another picture may be described if this has not been studied.)

### French (oral only). \*

- A 1. Say two sentences in French about each of the pictures on pages 3, 14, 20 (Thémoin).
2. Give the names, in French, of 8 things you see in the room, e.g., "Je vois le mouchoir," etc.
3. Say a verse of a French poem.
- B 1. Say something in French about the pictures on pages 8 and 9 (Thémoin).
2. Count aloud in French (1) the number of chairs, (2) people, (3) flowers, there are in the room.
3. Play a French singing game, or, sing some of the words used.

### Number. (All working must be shown.)

- ~~B~~ A (Second Year) 1. In a garden bed there were 25 strawberries. The birds ate 9 and two children had the rest. How many did each child have?
2. Draw a picture of a square window, making it  $2\frac{1}{2}$  inches each way. Now put in the 4 panes of glass, which must all be equal.
3. A cat caught 4 mice every day for 7 days? How many did she catch? If she only ate 7 of these how many were left?
- A or, (First Year.) 1. A man picked 75 apples, ate 3, and shared the rest among 9 children. How many did each get?
2. If a kangaroo can hop 6 feet at a time, how many hops will he make in going 40 yards?
3. In a railway carriage there are 11 compartments and each holds 8 people. If 105 people get in how many must stand?
- A (2<sup>nd</sup> Year) B 1. A tree was 24 ft. 7 in. high and a storm broke 8 ft. 5 in. off the top of it. How high was the piece left standing?
2. Some boys build a sand fort with a moat round it. One boy poured 6 quarts 2 pints of sea-water into the trench, the next poured in 4 quarts 1 pint, and the smallest poured in 2 quarts. How much sea-water was in the moat?
3. It takes 2 ozs. of wool to dress a doll. How many outfits could we make her with  $1\frac{1}{4}$  lbs. of wool?

### Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture for a story you have enjoyed this term.
2. Two wild flowers you have found.

### Recitations.

Father to choose a hymn, a poem, and two passages from the Bible Lessons.



Reading.

Father to choose unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English and a French song, and I.A., two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report*.

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**The Summer Examination is optional.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

**N.B.**—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.